DOCUMENT RESUME

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ABSTRACT

This textbook evaluation instrument is provided to assess (1) content properties; (2) instructional properties; (3) physical properties; (4) readability; and (5) other properties such as cultural mix, organization of text, and suitability for various grade levels in secondary level world geography and global studies textbooks. For the first three categories, a numerical evaluation system is provided; an evaluation committee could weight the relative importance of each item for local purposes. The final section of the instrument provides a section for recommendations, summarization of strengths and weaknesses, and recommendations for adoption. (LH)

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TEXTBOOK EVALUATION FORM:

WORLD GEOGRAPHY/GLOBAL STUDIES

SO017013

National Council For Geographic Education
Western Illinois University
Macomb, Illinois

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NATIONAL COUNCIL FOR GEOGRAPHIC EDUCATION

Textbook Evaluation Form: World Geography/Global Studies

THE TEXTBOOK BEING EVALUATED

Title:_____

Author(s):_____

Publisher and Address:_____

_____

Publication Date:_____

Grade Level (Course) of Intended Use:_____

Pupil Edition Cost:_____ Teacher Edition: Bound-in_____ Separate_____ Cost:_____

Workbook_____ Cost:_____ Tests_____ Booklet_____ Ditto Masters_____ Costs:_____

Other materials_____ Cost:_____

PROCEDURE: Evaluation is in five categories: Content Properties, Instructional Properties, Physical Properties, Readability, and Other Properties. For the first three categories a numerical evaluation system is provided. If desired, an evaluation committee may weight the relative importance of each item for local purposes; the weight factor can then be multiplied by the agree-disagree number to gain the score for each item. A weight scale of .5, 1, or 1.5 is suggested. For example, if item number 1 were to be given a weight factor of 1.5 and an evaluation of 4, the score for this item would be 6. If any of the items might be considered to have no local relevance, its weight factor would be 0, and its score likewise 0.

A. CONTENT PROPERTIES

Weight Factor
(optional)

		AGREE			DISAGREE	SCORE
_____	1. The author's (authors') approach and philosophy are explicitly stated in the introduction.	4	3	2	1	_____
_____	2. The content is compatible with the philosophy of the district.	4	3	2	1	_____
_____	3. The scope and sequence of the content is compatible with the curriculum of the district.	4	3	2	1	_____
_____	4. The content represents current practice within the disciplines of geography and other social sciences.	4	3	2	1	_____
_____	5. The content is timely and relevant to world affairs.	4	3	2	1	_____
_____	6. The text is written in a lively and interesting style.	4	3	2	1	_____
	7. The materials avoid, both in narrative and illustration, ideas that could lead to group stereotypes concerning:					
_____	a. "simple" or "primitive" (terms to be avoided)	4	3	2	1	_____
_____	b. gender	4	3	2	1	_____
_____	c. racial and/or ethnic groups	4	3	2	1	_____
_____	8. The materials develop respect for the customs and beliefs of a wide variety of societal groups.	4	3	2	1	_____
	9. The following support the content and are closely correlated with the text:					
_____	a. maps	4	3	2	1	_____
_____	b. remote sensing imagery (satellite and aerial photos)	4	3	2	1	_____
_____	c. graphic materials	4	3	2	1	_____
_____	d. illustrations	4	3	2	1	_____
	10. The following auxiliaries are present and useable:					
_____	a. table of contents	4	3	2	1	_____
_____	b. atlas	4	3	2	1	_____
_____	c. index	4	3	2	1	_____
_____	d. glossary	4	3	2	1	_____
_____	e. data bank	4	3	2	1	_____
_____	11. The text incorporates materials on careers.	4	3	2	1	_____
_____	12. The text incorporates primary source materials, i.e. quotations from books, journals, newspapers, etc.	4	3	2	1	_____

PART A TOTAL SCORE_____

B. INSTRUCTIONAL PROPERTIES

_____	1. The readability of the materials is appropriate for the intended users.	4	3	2	1	_____
_____	2. The materials provide clearly stated instructional objectives and teaching strategies.	4	3	2	1	_____
_____	3. The materials have a clearly defined and sequentially developed map program.	4	3	2	1	_____
	4. The materials develop skills in interpreting:					
_____	a. maps	4	3	2	1	_____
_____	b. satellite and aerial photos	4	3	2	1	_____
_____	c. graphic materials	4	3	2	1	_____
_____	d. photographs	4	3	2	1	_____
_____	5. Suggestions are provided for diagnostic (entry), formative (progress), and summative (exit) evaluation.	4	3	2	1	_____
_____	6. The materials develop and incorporate reading and writing skills.	4	3	2	1	_____

		AGREE			DISAGREE	SCORE
	7. Questions and activities in the materials encourage development of the following thinking skills:					
_____	a. observing	4	3	2	1	_____
_____	b. developing patterns	4	3	2	1	_____
_____	c. making decisions	4	3	2	1	_____
_____	d. applying concepts	4	3	2	1	_____
_____	e. analyzing statistics	4	3	2	1	_____
_____	f. solving problems (simulation modeling)	4	3	2	1	_____
_____	8. The materials provide for a variety of learning experiences suitable for use with both less able and more able learners.	4	3	2	1	_____
_____	9. The instructional suggestions would stimulate and motivate the intended users.	4	3	2	1	_____
_____	10. The materials call for a high level of student involvement, rather than mere passive learning.	4	3	2	1	_____
_____	11. The materials provide a useful bibliography (with addresses) of reference works, trade books, audio-visual aids, and other supplementary materials, including "free and inexpensive."	4	3	2	1	_____
_____	12. The materials contain background information or data to help a teacher expand on the content of the text.	4	3	2	1	_____
_____	13. The teacher's guide is detailed and useful.	4	3	2	1	_____
_____	14. The materials are organized in segments that conform to daily and weekly time frames.	4	3	2	1	_____
_____	15. The organization of the materials would permit teachers to develop content or time frames that differ from the sequenced layout of the text.	4	3	2	1	_____
_____	16. The text and materials could be used with success by teachers whose training in geography may be limited.	4	3	2	1	_____

PART B TOTAL SCORE_____

C. PHYSICAL PROPERTIES

_____	1. The general appearance of the materials is attractive and would appeal to the intended users.	4	3	2	1	_____
_____	2. In the layout, the balance between printed material and illustrative material is appropriate for the intended users.	4	3	2	1	_____
	3. The following are appropriate for the intended users:					
_____	a. print size	4	3	2	1	_____
_____	b. quality of paper	4	3	2	1	_____
_____	c. line spacing and margins	4	3	2	1	_____
_____	d. format	4	3	2	1	_____
_____	4. The materials are durable enough to be used for a period of five to six years with minimal replacements.	4	3	2	1	_____
_____	5. Maps, graphs, and charts, reflect careful attention to detail in execution and reproduction.	4	3	2	1	_____
_____	6. Photographs, including satellite pictures, are sharp and clear.	4	3	2	1	_____

PART C TOTAL SCORE_____

(Add the scores for Parts A, B, and C) COMPOSITE SCORE_____

D. READABILITY

Publisher's Report: Formula_____Grade Level_____

District/State Report: Formula_____Grade Level_____

E. OTHER PROPERTIES

1. The physical/cultural mix in this text is approximately: 90/10_____; 80/20_____; 70/30_____; 60/40_____;50/50_____; 40/60_____; 30/70_____; 20/80_____; 10/90_____.

2. The organization of the text is: (Check all appropriate.)
   a. topical_____
   b. regional_____
   c. thematic_____

3. This text could be used effectively with students of: (Check all appropriate.)
   a. high ability level_____
   b. average ability level_____
   c. low ability level_____
   d. all ability levels_____

4. Other

RECOMMENDATION:

Summarize strengths and weaknesses of the materials based on criteria in parts A through E and recommend whether to adopt these materials.

EVALUATOR DATA

Name _____ Date of Evaluation _____

Occupation (if other than teacher) _____

School _____

Grade Level Courses Taught _____

THE COMMITTEE

This document was prepared by the NCGE Committee on Text Evaluation, chaired by Dorothy Drummond (St. Mary of the Woods College, Terre Haute, Indiana). The other members of the committee are James Kracht (Texas A & M University), Constance Manter (Groton-Dunstable Regional Secondary School, Groton, Massachusetts), Laura Warcup (Bird Middle School, Walpole, Massachusetts), Jack Tison (Peacock Junior High School, Itasca, Illinois), and Nancy Winter (Concord Middle School, Concord, Massachusetts). Consultants to the committee were Jane Bacon (Houston, Texas), Phillip Bacon (University of Houston), Norman Bettis (Illinois State University), and Robert Morrill (Virginia Polytechnic Institute and State University).

TO ORDER

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